JOURNAL OF CORRECTIONAL EDUCATION

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THE OSBORNE ASSOCIATION, INC.
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FOREWORD

Twenty years ago the total literature of what we then called the prison education field consisted of two thin Government pamphlets containing for the most part the wishful thinking of a few wardens and chaplains who had sent in answers to an educational questionaire. Today the bound books and pamphlets rival in length the Ten-Foot Shelf of instructional material that is being compiled. But until the Journal of which this is the foreword was born the correctional educators have never had a periodical of their own. It is high time we had one: even the Big House needs a house organ.

Prison education has become correctional education, and thus its aim instead of its locale receives the major emphasis. Professionally trained people have come into the field, and they are not merely applying tried-and-true, old-line educational concepts. The correctional educator has two aims in mind: he wants to teach his clients certain things, but he also hopes that learning them will somehow help to improve his clients' attitude toward society. Since he is still experimenting most of the time, he has need always of ideas: ideas of his own, other people's ideas, ideas that have worked, ideas that can perhaps be made to work.

He needs to know what programs have proved popular and worthwhile in various parts of the country, what procedures have succeeded or failed, and why, what instructional material has been found well adapted, what educational philosophy holds up in actual practice. He needs also to get the news from here and there, the chit-chat of the field, and with it the feeling that he is not working all alone. He needs to have a channel through which he and his fellow-workers can speak about the place of education in the correctional field as a whole, its accomplishments, its needs. When he sets himself down to prepare a thoughtful and informative paper, he wants to see it published.

All these needs the Journal of Correctional Education can meet if we make it our journal in the true sense. It will need our contributions: articles, news notes, cash. We can find no better way to show our appreciation of the fine job the editors have done to bring it into being than to share from now on in their worries, their work, and their success.

AUSTIN H. MACCORMICK

October 18, 1948

JOURNAL OF CORRECTIONAL EDUCATION

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EDITORIAL

The idea of a journal of correctional education was born at the business meeting of the Correctional Education Association when the American Prison Congress met at Boston last August and September. Mr. Price Chenault, President, designated the Editorial Committee indicated on the front sheet and charged it with the responsibility of preparing the materials for the ensuing issues. Speeches given at the CEA sectional meetings are serving as original articles to start the Journal off and thus assuring their distribution to the absentee members. This issue carries some; the others will appear in subsequent numbers. Special monographs may also appear.

We on the Editorial Committee are faced with two major problems. First, the distance separating the individual members of the Committee. This can be overcome only thru correspondence. And, second, the question of production. For the time being, and because of a limitation of funds, the Journal is to be mimeographed and distributed free of charge to the members. We on the Editorial Committee have the desire to produce a Journal which will be meaningful to our membership in the execution of their labors in the correctional education field. We are so confident that the Journal shall fill a definite need in our work; that, somehow in the future we shall see it prepared in printed form. This could be done thru one of several means: a slight increase in dues, an increase in membership, or a grant from a foundation.

Elsewhere in the Journal appears an application for membership. If you wish to continue to receive the Journal you must be a member. There is also a list of suggested papers we could use. Not only original papers, but professional news, suggestions, and comments are urgently requested.

Chester D. Owens
Chairman, Editorial Committee

THE MENTALLY DEFICIENT IN A CORRECTIONAL INSTITUTION*

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From the time man came upon this earth and multiplied himself there has been a considerable range in the ability level, potentialities and accomplishments of the individual member of the group. From the time society began to isolate and treat as a separate group those who had offended society the specialized services and institutions have received individuals of a wide range of abilities, potentialities and accomplishments.

Feeblemindedness is nothing new, it is not something which is peculiar to this century or this age. It has always been recognized but only rarely understood. There are many misconceptions as to what is feeblemindedness. Some think of feeblemindedness as social incompetence, others think of it as poor learning. Some believe that the feebleminded as a group are different from the normal individual. None of these conclusions is absolutely correct. Social incompetence and inability to learn are simply the results of feeblemindedness for indeed social incompetence and poor learning may be due to a variety of factors. As to the feebleminded or the mentally deficient, and we shall use those terms interchangeably, being a different group, we must understand that the difference is quantitative and not qualitative.

Therefore, let us orient ourselves by adhering to certain fundamentals:

1. Mental deficiency is not a disease.
2. Mental deficiency is not curable.
3. Mental deficiency is not determinable by mental test results alone.
4. The mentally deficient person is not as he is because he is qualitatively different from the normal, because he cannot learn or has not been taught, nor is he always the product of neuropathic ancestry.

Let me give you the definition of mental deficiency as developed by a committee of the American Association on Mental Deficiency, of which the speaker was chairman:

"Mental deficiency is a term used to describe a group of persons, children or adults, who, because of a retardation in mental development, require special educational advantages and/or social and economic adjustments in order that they may reach the

*Read at a symposium on The Mentally Deficient in a Correctional Institution for the Correctional Education Association at the 78th Congress of Correction (Annual) at Boston, Mass., August 31, 1948

maximum of adjustability in any environment. The arrest of the potentialities for mental development exists from birth or a very early age, is permanent and results in an inability to utilize independently their experiences and environment for their benefit or the benefit of others.

There are in the United States at least 1,500,000 mentally deficient persons of all ages. There are no reliable data to indicate that mental deficiency is increasing on a percentage basis, although there certainly are more mentally deficient children now than there were a decade ago, due only to the fact that more children have been born in the past ten years than were born in the previous decade.

The seriousness of the problem in our social order is attested to by the fact that the probable over-all cost of this group to the country as a whole may reach the sizable sum of $2,000,000,000 annually.

It is the practice to divide the group of persons we call mentally deficient into three sub categories--the high grade, the middle grade and the low grade--commonly called the moron, the imbecile, and the idiot respectively. It is exceedingly rare for an idiot to be sentenced to a penal institution or committed to a juvenile institution because they are so obviously incompetent and irresponsible. At times, however, the imbecile is convicted and sentenced as an adult criminal, but the frequency with which the juvenile is committed to an institution for the training of juveniles is somewhat higher. It is the moron group, or the high grade group, which contributes the largest numbers.

Just how large a percentage of the offenders, adult and juvenile, are mentally deficient? In an effort to answer the question with some degree of accuracy, a study was made of 32,000 admissions to the Jersey State penal and correctional institutions for adult offenders and the schools for the juvenile delinquents over an eighteen year period. Excluding the borderline group and counting only those whose classification was that of unequivocal mental deficiency, it was found that the percentage ranged from five per cent in the male prison to slightly less than thirty per cent in the juvenile group for an over-all figure of nine per cent. This is appreciably less than is frequently reported in the literature, particularly the literature of twenty-five or more years ago when it was quite common to have authorities say that more than half or nearly all of the juvenile delinquents particularly were feebleminded.

This over-all percentage of nine means, then, that the mentally deficient offender, adult and juvenile, appears in the committed group about ten times oftener than we would expect on the basis of his incidence in the population. This conclusion follows if we accept one in a hundred as the frequency in the general population. A great many interesting findings resulted from the study referred to, many of which would be germane to our discussion today if time

permitted. Some of these indicated that certain conclusions previously reached in regard to the mentally deficient could not be substantiated on the basis of the data studied.

That the mentally deficient offender is a problem as a probationer, inmate or parolee is not to be questioned. But he and his problems are more apparent than real. It is frequently very difficult for the probation officer, institution officer or instructor or parole officer to comprehend the mentally deficient juvenile delinquent or adult offender.

Most programs, both institutional and non-institutional, are geared to the normal or near-normal, as are the community programs--by that I mean the schools and recreation programs in the community. With such an emphasis it is not surprising that the mentally subnormal do not fit in. This will, I am sure, be pointed out in detail by my colleagues on this program.

My thesis is that many of these problems need not exist if we take into account the psychological characteristics of the mentally deficient. He is--(a) below the average in mental level (b) defective in judgment (c) liable to react on the emotional rather than the cognitive level, and (d) unable to make a meaningful whole out of discrete parts.

These characteristics make it paramount that all concerned think of him as learning only what it is possible for one of a specific mental level to learn, that not only is his level of learning lower, but his rate of learning is slower. Instruction, therefore, should be concrete and specific, repetitive and extended over a longer period of time. His goals should be short ones or immediate ones and no new ones should be set up until it is determined that the desired behavior pattern has been made habitual. It is well nigh impossible for the normal person to go beyond his experience and entirely impossible for the mentally deficient person to do so. This means, from the practical point of view, that the mentally deficient person must have a specific type of experience and have been taught how to react to the situation. If he has been sufficiently well trained, it will be difficult, indeed, to get him to react in any other way than the learned way. For example, John was a mentally deficient boy or man with a mental level of approximately nine years. John was an excellent worker on the farm and fine caretaker of his team of mules. He had been carefully trained to give six ears of corn to his mules. Thinking that it might be possible to demonstrate his ability or inability to do problems in arithmetic by using his experience, I asked him one day how many ears he would give them if I told him to give them two more. John said, "But, we don't give them two more, we give them only six." Then I asked him how many he would give them if I told him to take two away and he said, "But mules must have six ears of corn." John had been well-trained.

In our teaching and in our supervision we expect to accomplish a lot by talking to the individual. But I am sure we talk too much, verbalize too much and expect others to catch the slight shades of differences in meanings. If semantics is a problem in dealing with the average person, it is readily seen how much more of a problem it is with the mentally deficient. We must not only talk less to the mentally deficient person but must talk so that he understands. For example-- we know that the mentally deficient reacts at the emotional rather than the cognitive level, but we must give him an opportunity to accept the stimuli in order that he may respond. If the stimuli are too complicated, it results only in confusion. Praise and approbation can be productive of results, but we would not indicate that a job was well done by saying to a mentally deficient person, "That was an exceedingly fine allocation of the debris from the cultivated plot adjacent to the domicile occupied by the bovines."--we would say, "Gee, you sure cleaned up the cow-barn yard swell." That might seem like an extreme example, but it is not too different from what we often say to the probationer, the inmate or the parolee whose mental level is low.

We are accustomed to pick up a bit of information and experience here and another there and still another some place else and utilize them when we integrate them. That is practically impossible for the mentally slow individual. If working on a farm, he might not infer that the axe would rust if left outside just because the saw did, and it is certainly unlikely that he would determine that only the steel or iron articles would oxidize if exposed to the weather. No, he would have to be taught that this tool and that tool and the other tool would rust and that those two tools could be left out because they were copper, brass or aluminum. (From a practical standpoint it is better to take them all in anyhow!) This has much meaning to us in the handling of the mentally deficient.

Additional psychological characteristics of the mentally deficient which are of concern to all of us and which frequently get them into social difficulties are their suggestibility and their inability to anticipate future needs. Some may say that those characteristics are not found solely in the mentally deficient--but they are more frequently found in the mentally deficient, let us say it that way. Their suggestibility and their "here and now" attitude can get them into difficulties. But these characteristics may be utilized to make an adjustable individual. It is our job to see that their susceptibility to suggestion is utilized to develop acceptable social patterns of behavior. Because they are "here and now" types of individuals, they require more frequent supervision--daily, indeed, by someone. But that someone, the probation officer, the institution officer or instructor or the parole officer should be someone who understands the mentally deficient.

The goal in the treatment of offenders both inside and outside the specialized institution should be the development of an adjustable individual. We are entirely wrong, from the psychological standpoint, when we say we want an adjusted individual. An adjusted individual is one who cannot meet the everchanging challenges of society. Our programs should be those which make the individual progressively more able to meet the new situations within his own mental ability limits. With the mentally deficient it is at a lower level. To attempt to train him beyond that level is to invite further and, indeed, serious consequences. Most failures on probation, in the institution and on parole are due to the fact that the limitations of the individual are not recognized. Our probationer and our parolee should be adjustable along socially acceptable lines. Psychologically we recognize that the basis for human behavior is the avoidance of pain and the attaining of satisfaction. We should aim to so train that the individual will find pain in asocial behavior and satisfaction in socially acceptable behavior. With the mentally deficient it should be at his level.

I am sure we are in agreement that the presence of the mentally deficient on our probation rolls, in our prisons and reformatories and in our juvenile training schools complicates the training program tremendously.

There are but two solutions to this problem: (1) more adequate facilities for the mentally deficient in specialized institutions where the trainable ones can receive training suited to their needs and/or (2) a program within the institutions for offenders which is adjusted to their needs. Both of these are lacking for no state has adequate facilities for the care and training of the mentally deficient and in most of our institutions for offenders we find the age old error that the individual must adjust to the institution program. I am satisfied that only a small percentage of the mentally deficient who are committed to the institutions for offenders should remain there, but it will be a long time before the public will recognize this condition and provide sufficient facilities. It was in this city in May of this year that I as President of the American Association on Mental Deficiency recommended that each state set up a special commission to study the problem and develop a reasonable and practical integrated program for the mentally deficient within its borders. When that is done, our job with the offender will be much easier and greatly more effective.

I have necessarily left much unsaid due to the limited time. I have not mentioned the defective delinquent because he is a different individual and not necessarily mentally deficient. I have not mentioned what we used to call the delinquent defective, but in passing I do want to say that I believe that this group should be trained in the institution for offenders until some of his patterns of

delinquent behavior are supplanted by non-delinquent patterns. A great many other phases will be recognized as needing discussion, but I am sure many of them will be covered by the remaining papers on this program.

In sum, then, let us from the psychologist's point of view conclude:

1. The mentally deficient presents a problem far in excess of his incidence in the population.
2. His limited mentality makes it absolutely necessary that we keep constantly in mind that he is of such and such a mental level, that he learns slowly but can be taught if we exercise patience and use repetitive means to produce habitual patterns of behavior of the socially acceptable type.
3. That his liabilities can become his assets if we but learn how to capitalize upon them.
4. That our goal is an adjustable individual who can and will live a happy, successful life within the limits of his potentialities and thus become a producing rather than a consuming member of our somewhat complicated society.

THE EDUCATION OF THE MENTALLY DEFICIENT IN A CORRECTIONAL INSTITUTION*

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The problem of mental deficiency, not only in correctional institutions, but in the public schools and the general community as well, is one of social significance. Hence, I am happy and proud that the American Prison Association has recognized its importance and has taken the interest to present if for discussion today.

There is no question that all mentally defective persons are entitled to an education. Schools must recognize their responsibility toward these many individuals by developing educational programs designed for their special interest and benefit and training them for fitting places in society.

Usually in dealing with mental defectives a philosophy of defeat has prevailed. The intolerance and poor treatment they have received has been in-

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human; the social humiliation they have had to endure a pathetic spectacle. They have been regarded as outcasts, damned and doomed from the start. The outcomes are inevitable, and the results well known. Our prisons are full of them. Consequently, it becomes the task of the correctional institution to rehabilitate them-- to straighten their sense of inferiority and insecurity, give them a feeling of self-respect and confidence, and provide them with the knowledges and understandings necessary to develop into happy and useful citizens.

In its philosophy of penal education New York State recognizes the need for the special care and training of the mentally defective delinquent. Included among its various types of penal institutions are three specialized ones for them. I have worked as a teacher at the Institution for Male Defective Delinquents at Napanoch for many years. I have come to know mental defectives well, and, strange as it may seem, I have come to like them. I find that in most respects they compare favorably with the general population.

One of the most important factors in the education of the mentally defective delinquents is an intelligent understanding of them and their problems. Unfortunately, many misconceptions exist concerning them. It is the general conviction that all mental defectives are inherently immoral and are possessed with strong criminal tendencies. They are often considered insane, or sex maniacs, and are termed a menace to the community. Some individuals have recommended permanent custodial care for them; others sterilization; and some have gone so far as to recommend their outright elimination (euthanasia).

These beliefs are far from the truth. It is a matter of fact that mental defectives are capable of being effectively educated. Most of them, excepting a small minority of gross idiots and low-grade imbeciles, are capable after proper treatment and training of satisfactory social and economic adjustment in suitable environments.

The mental defective is not a separate species of the human race as it is commonly supposed. He is a person very much like the rest of us, and should be treated as such. Psychologically he is defined as a person with limited mental ability. In more simple words he is an individual with a little less intelligence than the average person.

It was believed at one time that the chief causative factor of criminality was mental deficiency. The frequency of mental deficiency among delinquents was usually and unduly overemphasized, while that of the general population, as we have come to find out, was grossly underestimated. Abraham Lincoln once remarked that the Lord must have loved the common people for he made so many of them. The same might be said of the mentally defective. Although the number of mental defectives in this country has not been accurately determined, it is safe to say that there are several millions of them. Yet the number of them in custodial institutions is relatively small. Most of them are leading happy and useful lives as well-adjusted members of the community.

It is interesting to note the number of occupations open to us today needing no great degree of intelligence. The Bureau of Employment Security recently analyzed job openings in 40 industries, and reported that 47% of them required no education beyond the ability to read and write; two-thirds of them could be efficiently performed without any special vocational or on-the-job training. A minimum mental age of 6 was required for 19 types of jobs, and a number of kinds of work are adequatoly performed by persons with mental ages of 8-11.

Mental defectives who have good personality characteristics and have learned good work habits and a simple skill may make excellent vocational adjustments, and, as some surveys have shown, it has been found that very many of them have earning capacities equal to normal individuals (Mandel Sherman--Intelligence and Delinquency).

We received a person at Napanoch recently with an I.Q. of 39. You can imagine his dullness. My two-year old child was better educated than he was. Yet he had a good employment record. During the past three years he regularly earned $75 weekly. I won't mention the man who was not only mentally defective but also insane who regularly earned $125 each week.

We must not assume, therefore, that the limited capacity of the mentally defective is the single cause of their difficulties and delinquencies. How then explain the variance in the accomplishments and general behavior of individuals of the same mental status?

Mental defectives are definitely lacking in intellectual powers. But it does not necessarily follow that they're equally deficient in all areas and defective in their personality characteristics. You will find that some innate virtue and many desirable qualities exist in every one.

The personality difficulties and social maladjustments of the mentally defective are due more to educational and social neglect and unfavorable extrinsic factors rather than to the direct effects of their intellectual limitations. Much can be done through proper training to help these individuals overcome their defects and deficiencies, for there is concrete and convincing proof, as various studies have shown, that almost all are capable of being sufficiently benefitted by education to ultimately re-enter community life and adjust with fair effectiveness.

As already mentioned, a great many mental defectives have been neglected and poorly educated in life. On entrance to a correctional institution the great majority of them are most deficient in knowledges and skills and defective in most habits and attitudes. The need for institutional treatment is very evident, and its value is equally apparent.

The basic function of correctional education today is well known. The same general objectives for educating normal persons hold for educating the mentally defective. Education for the defective is not a matter of kind but rather a matter of degree. That is, the train-

ing essential for each individual will depend on his capacity and needs. It is important, then, that in determining a program of education for mental defectives their special needs and abilities be particularly considered. Since a wide range of differences exists among mental defectives, as with any group, instruction should be in large measure personal, with emphasis on the individual rather than on the subject. The curriculum should be as practical and concrete as possible, and should concern itself with all important life activities. More important than academic learnings is the socialization of the inmate, his development of useful habits and desirable social attitudes.

I have found my job of teaching mental defectives easy and pleasant. In the first place, their general behavior is very favorable. There are few if any problem cases among them. Rather they are people with problems. Secondly, their interest in educational activities and application towards self-improvement are unusually high. Last and most gratifying, outcomes of teaching are most evident in almost all cases. Subjected to educational experience they make rapid and appreciable improvements in developing their personality and abilities to a level sufficiently high to meet their immediate needs and get along in society. This progress is frequently their first successful achievement. It influences their behavior in the institution and their outlook on life when paroled.

In conclusion I would like to give a case study--not an exceptional case but one typical of the large majority of our inmates, which will give emphasis that this type of person is far from a hopeless sort of individual as predicted:

Case I

Joe was 18 years of age when he entered the Napanoch Institution in 1942 on a charge of unlawful entry. While hitch-hiking he had entered a roadstand and had stolen something to eat.

His previous criminal record included juvenile delinquency, for which he was committed to a state home for boys, and a case of assault for which he was fined $10.

As is invariably the common situation, Joe was the product of a disintegrated, financially marginal, mentally and morally inferior family.

He attended school, and because he was intellectually incapable of absorbing instruction at that time, he was unable to meet expectations. After repeated failures, he rebelled, and, as was to be expected, a poor attitude toward school and society in general developed. Truancy and delinquent behavior followed.

Soon he was characterized as incorrigible. Institutional reports stated, "He is unstable, irresponsible, shiftless, and has been leading an incorrigible delinquent existence over a period of years." Later records said, "Has changed very little for the better in the four years that we have known him. Displays a preponderance of unfavorable traits. Is chronically

addicted to larceny. Lack of industry is his outstanding shortcoming. As far as any educational ability is concerned, it is questioned that anything can ever be done for him. It might be permanent institutionalization will have to be considered."

On admittance to Napanoch Joe was given a mental rating of 10-5, I.Q. 69. Educationally he was an absolute illiterate. His vocational experience included a short period of work on a farm, from which he was dismissed because he couldn't milk, and work as a helper at a gas station for three months, from which he was dismissed because he was not "educated". Socially he indicated a very maladjusted personality.

Joe received a complete program of training while at the institution, which included instruction in the fields of general and social education, physical and recreational activity, vocational training, moral and religious guidance, and he made noteworthy progress (being mentally more mature as an adult he was capable of absorbing instruction).

He was enrolled in the academic school during all of his stay, and advanced from a beginner's class to an upper elementary level one. When released, close to four years after admission, he rated 11-2, I.Q. 74 in intelligence, and 6.2 in scholastic achievement. His vocational assignment was in our machine shop. His record there was as good and better than that in school, learning all phases of the shop work in a skilled manner. He received individual instruction in mathematics related to his shop work and by cell-study completed a course in machine shop practice. His interest towards self-improvement become a passion with him.

The psychological report submitted for his parole consideration stated, "He did make considerable progress with respect to his educational achievement and with respect to his mechanical skills as demonstrated by his ability in the machine shop. He appears to be capable of making successful social and economic adjustment and to develop sufficient insight to avoid conflict with the law. In comparison with his behavior reactions upon admission he now exhibits attitudes and traits which are considerably stable."

Soon after discharge in 1946 he took and successfully passed a series of army tests and entered military service, where his adjustment has been reported as excellent. He is presently with the Army of Occupation in Germany. He writes regularly to our Superintendent and to various members of the Institutional personnel. He more than appreciates the attention and training given him, and states that he is further continuing his interest in education and training in machine shop work in the Army.

Case II

In spite of the fact that he had never been convicted of a crime, Henry spent practically his entire life in institutions. Born in 1888 he was sent away by his family to a state school at 14. After 7 years he was transferred to another state institution. Twelve years later he was transferred to Napanoch, where he remained 24 more years

until 1945 when he was paroled.

He was given a mental rating of 42 on admission, and it was reported he lacked the stability, character, and intelligence to properly regulate his life on the outside.

During 43 years apparently very little if anything in the line of training had been given him. He was considered a case for permanent custodial care, cast aside, and forgotten.

In 1945 he came up for a routine examination. "I've been locked up for 43 years," he declared. "I'm tired of it, and want to get out and go to work." The justice of his case was evident. He seemed alert and cooperative. The possibility of preparing him for release was, therefore, decided, and a program of education was arranged for him.

Much to the teacher's reluctance he was assigned to school two periods daily. He couldn't even write his name; to a shop as a porter to develop work habits and learn some simple skills. He was sent regularly to the Barber shop also to learn to shave and keep himself clean.

In a brief period of six months the all-around progress that this 57 year old individual made was truly remarkable. He learned to read especially well on a low level and write some. His appearance and manners decidedly improved. His working habits were favorable. Though I saw it all, the change was still unbelievable.

In free society for the past three years his adjustment has been very satisfactory.

I don't know what else I can say. You know the old proverb, "You can lead a horse to water but you can't make him drink." I am inclined to take the gamble. The chances are he is thirsty, and will drink.

THE MENTAL DEFECTIVE IN CORRECTIONAL INSTITUTIONS:

FROM THE STANDPOINT OF CLASSIFICATION*

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The first reaction to this topic is to raise the question, "Why single out the mentally defective inmate for special consideration?" Classification is supposed to make a careful study of each inmate and to project a program of treatment and training based on that study. The mental defective is no exception and should receive as much, and in some cases even more, study than the mentally normal inmate. The reason for special consi-

*Read at a symposium on The Mentally Deficient in a Correctional Institution for the Correctional Education Association at the 78th Congress of Correction (Annual) at Boston, Mass., August 31, 1948

deration of the mental defective would seem to stem out of two factors.

First, the mental defective does require some type of specialized program geared to his limited ability. From the standpoint of classification the mental defective may be defined as an inmate with such limited mental ability that the usual treatment and training facilities are impractical, thereby making some type of special program necessary. This constitutes the basic reason for considering the mental defective as a special problem in classification and programming.

However, this topic also seems to imply a condition which it is believed exists all too widely: namely, that the mentally defective inmate is often lost in the shuffle or dismissed as untrainable. Once an intelligence quotient is obtained indicating that the inmate is a mental defective, there is too often a tendency to consider the case closed. Actually, the determination of an intelligence quotient is only a preliminary first step, usually indicating the need for intensive further study.

The Handbook on Classification* outlines four steps in classification as follows: (1) Analysis of the individual's problems by the use of every available technique; (2) deciding in staff conference on the program of treatment and training; (3) seeing to it that the program decided upon is placed into operation; and (4) observing progress and revising the program when indicated. The question under discussion here involves the application of the classification procedure to the mental defective.

The first job of classification with regard to the mental defective is determining whether the individual inmate should be considered to be a mental defective. Classification must first answer these questions: Is mental deficiency the major element to be considered in planning the program of treatment and training of this individual? Is the low test score the result of low mental ability, or is it due to physical, emotional, or other factors?

To illustrate,--Jack, a 16-year old boy was recently sent to the Reception Center. He had been for some years in an institution for mental defectives. He had previously received intelligence quotients in the 50s, 60s, and a few in the low 70s. When the Reception Center psychologists completed their examinations they arrived at an intelligence quotient of at least 87 and were not sure but what his ability was higher than that. When Jack arrived at the Center he was extremely hostile to everybody and everything. In other words he was fighting the entire world. It was almost impossible to get any verbal response out of him at all. However, after a week or two he quieted down sufficiently so that he would co-operate on the tests, although the testing was extremely difficult even then. The conclusion was that this boy

*Handbook on Classification in Correctional Institutions. Committee on Classification and Case Work of the American Prison Association, New York, 1947, pp. 2-3.

did not belong in an institution for mental defectives, but that his personality was so distorted that, primarily, he needed psychiatric treatment. In other cases, language difficulties, lack of educational opportunity, physical defects and other factors may frequently cause the label of defectiveness to be placed on an inmate when he is actually not mentally defective.

Once the conclusion is reached that an inmate is endowed with so little mental ability that some type of special program is required, classification must then determine the areas, if any, in which the individual is trainable. In other words, is the inmate so low in every area as to make any type of training impossible or does he have certain assets in some areas which make it possible to devise a training program from which he can profit?

There is too much of a tendency to consider all mental defectives as alike once that label is pinned on them, whereas there are wide variations in ability and potentialities for successful training and adjustment even among mental defectives. Furthermore, even those with the same or similar intelligence quotients may vary a great deal in their potentialities in certain areas. For example, one inmate may show a comparatively high verbal score and low performance score or vice versa. Some defectives have considerable ability in certain mechanical areas, although the old theory that a mental defective is necessarily skillful with his hands has long since been exploded.

A good analysis, particularly on the part of the psychologists, should reveal the potential capacity of the individual. The inmate himself is frequently unaware that he possesses any assets. In this analysis the vocational guidance classification expert and the general education adviser should make their contributions through experimentation with various special educational techniques, study of past employment history, etc. A good many mental defectives can profit from further schooling, provided proper methods are used. In some cases, the educational objective may include an actual upgrading in achievement, where there is a discrepancy between potential and present achievement. In other cases, educational activity will have other objectives, such as broadening the understanding and insight of the individual and training in the functional application of those simple school skills of which he is capable.

The psychiatrist has a valuable contribution to make in indicating the personality configuration and whether the individual is able to make, or learn to make, a satisfactory social adjustment. Frequently an inmate reared in a very poor "Tobacco Road" social background may be socially defective although not actually mentally defective. Among the true defectives are those who also are handicapped by severe personality maladjustments as well as those who get along well with people, have good work habits and are, therefore, on their own levels at least, socially well adjusted.

The Chaplain also contributes to the study of the mental defective indicating whether or not he has a religious faith which, even though childlike, may serve as a sound anchor and guide in his adjustment.

Mental defectives frequently exhibit considerable skill in sports and can gain a great deal of self-confidence and sense of achievement from participating in recreational activities.

Custodial officers through their observation of the way in which mental defectives adjust in the population contribute to the understanding of the way in which the inmate gets along with other people, his work habits, his self-control, etc.

In short, classification of mental defectives is simply a specialized problem differing, not in general method, but in the conclusions as to the type of program to which the analysis leads. Such a program will vary a great deal with different types of mental defectives. For example, for a boy who has an intelligence quotient of 50 or less, the program may be that of keeping him busy at some simple occupation, inasmuch as he has shown himself capable of doing what he is told and finding satisfaction from a job well done, even though the job might be keeping the parade ground free of trash. Programs for other mental defectives may call for such educational activities as those already indicated, and specific occupational programs based on the inmate's ability and interest. It may be that an inmate can be taught to read and write through kinesthetic methods or other techniques which have never been tried with the individual before. Some mental defectives also become quite highly skilled vocationally.

Classification, therefore, should make just as thorough a study of the mental defective as of any other inmate. In fact, in some cases the analysis of the feebleminded should be considerably more intensive than is necessary in the case of inmates whose intelligence is average or better. Furthermore, the program based on this analysis should be just as carefully planned for the mental defective as for any other inmate. This covers the first two steps of classification.

It goes without saying that the third step, namely, seeing to it that the program is placed in operation, is essential with the mental defective. Implementing the program may call for considerable ingenuity on the part of an institutional staff in order to provide the types of opportunities and methods necessary for a mental defective. It is evident that if the individual mental defective is to have the proper type of program, the activities of the institution must be carefully analyzed and conducted. Employees who supervise mental defectives should receive careful training and should be selected for their patience and skill in dealing with mental defectives. Furthermore, those persons who will have charge of mental defectives should be informed as to the objectives of the program in each case and what it is expected will be accomplished.

This is all a part of implementing the program which has been outlined based on a careful analysis of the inmate.

Step four, namely, checking progress and revising the program when necessary is particularly important in the case of mental defectives. An inmate of normal or better intelligence will often take the initiative himself in asking for revision of his program. Mental defectives are not so likely to take such initiative. Their progress, therefore, should be checked frequently by someone who is thoroughly familiar with the planned program and its objectives, in order to determine whether the original program is satisfactory and whether the desired progress is being made.

The orientation of new inmates can scarcely be separated from the process of classification. Orientation is usually carried on during the quarantine or classification period and frequently by members of the staff who constitute the classification committee. The orientation of mental defective inmates is particularly necessary since they are unable in most cases to reason on a very high level or to make interpretations and analyses on their own initiative. Furthermore, mental defectives have often been subjected to experiences which have not only brought their deficiencies to their attention time and time again, but in many cases have discouraged the inmate to the point where he is convinced that he is "too dumb" to know anything or do anything. A good orientation program should begin the process of bolstering the inmate's ego and helping him to realize that he can become a happy useful person both in the institution and possibly on the outside.

The major point to be made in regard to mental defectives, it would seem, is that too often classification in correctional institutions is inclined "to sell the mental defective short." In other words, the tendency is to look at the intelligence quotient and say, "Well, that's that." This is probably more especially true where inmates of all intelligence levels are housed in the same institution. The feebleminded inmate usually gets scant attention in such a setting. He is usually assigned to some simple laboring job and, as long as he does not cause trouble, little attention is paid to him. Where separate institutions are provided for feebleminded delinquents, under capable administration, excellent results can be obtained with many mentally defective inmates where there is a program geared to the tempo of mental defectives utilizing up-to-date training methods, and where there is a real attempt to make a thorough study of the individual.

SELECTING VOCATIONAL EDUCATION MATERIAL*

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The problem of selecting and securing desirable vocational education instructional materials for correctional institution use is not a simple one.

Where does vocational education enter into this process of preparing inmates to become acceptable members of society? In 1939 I outlined before the American Prison Congress fourteen basic steps covering the social implications of the vocational education program in the Correctional Institution. I will repeat them now since I believe that they are still valid and definitely influence the type of vocational instructional material which we must select.

1. Social attitudes are transitory and are constantly readjusted as a result of experience. Desirable social attitudes are retained only through the capacity of the individual to adjust to society as a self maintaining and contributing member of the group. Self maintenance requires vocational preparedness. Society provides food, clothing, and housing in proportion to the capacity of the individual to contribute his quota of services to society. Desirable social attitudes are apt to be lost when the individual is unable to secure a satisfactory quota of food, clothing and shelter.

2. Desirable social attitudes are developed only through a thought content which is in itself socially desirable. The average prisoner is in an environment where brooding and discouragement may result in bitterness and hate, in non-social attitudes, in a defensive mechanistic reaction of bravado, in a desire to excel in appearing to be the "toughest" guy, in associating with the worst of the inmate group rather than with the best. Interests developed in learning the how and why of a worthwhile vocation offer a socially desirable goal and a substitute for morbidity. The hope of developing the capacity to earn a living in a manner acceptable to society may result in a definite shift of attitude. Worthwhile interests, and activities are available in a well organized program of vocational training.

3. A well organized program of vocational education offers an opportunity for desirable social experiences, for cooperative effort, for the development of satisfactory work habits, for developing a concept of the integrative nature of a democratic society, for developing a concept of the benefits to be derived from an exchange of effort, for social living.

4. A well organized program

*Delivered Monday, August 30 before the Correctional Education Association Convention at the 78th Congress of Correction, on the general subject, The Ten Foot Shelf Project: Instructional Materials for Correctional Institutions.

of related vocational information may develop new interests and new concepts of the world which surrounds us. In this technological age every new product, and every machine, every new technical development has social significance. Vast possibilities for substituting worthwhile interests for less desirable thinking are possible in the field of related vocational information. A knowledge of the principles underlying fundamental trade operations develops a new concept of the importance of skill, it lessens the monotony of work, it enables the individual to rapidly adjust to technological shifts in processes and to adjust to new jobs. It makes useful employment a desirable situation. It develops a desirable social attitude towards work.

5. A well organized program of vocational guidance and related trade information presents a rare opportunity for developing in a natural way, broader concepts of the social problem involved in the inter-change of labor, the exchange and distribution of goods, the problems of capital and labor, the significance of organized labor, the significance of employers' associations, the responsibilities of the individual in relationship to his government and of the government in relationship to the individual, and the many other vital social problems essential to an appreciation of the responsibilities and opportunities of an individual in a democracy.

6. A well organized program of vocational education may form new concepts of home and family life. It may develop a sense of social responsibility and an interest in a normal home life. This particularly applies to institutions for women where domestic training may be used both in the home or as a profession.

7. A well organized program of vocational training involves a closer bond of common interest and understanding between the staff and the inmate group. Work ceases to be considered as a hated punishment and becomes an approach to better living upon release. Both quality and quantity of output may be improved and disciplinary problems lessened.

8. Any program of vocational education within an institution requires careful organization if the objectives established for it are to be attained. This includes a survey of existing facilities, of available civilian and inmate personnel, of physical plant and equipment, of placement opportunities open to the inmate group after training, and even a study of localities to which inmates are to be returned. Teacher training of the educational personnel becomes necessary, trade analyses must be made, the writing of instruction sheets is essential, the organization of class schedules, progress records, and the like must be undertaken. No program can function without careful organization.

9. A program of vocational education cannot accomplish its objectives in an institution without the cooperation of the entire personnel of the institu-

tion. The program must not only be founded upon carefully considered and tangible objectives but it must also be sold to the entire prison personnel.

10. The program of vocational education must be sold to the public as well: Not only is the vocational training of institutional inmates essential but placement upon release is equally important if we are to prevent recidivism. There is much to be accomplished in the way of creating desirable social attitudes towards released prisoners upon the part of the public.

11. There is a vast difference between organized vocational training and existing prison industries and maintenance jobs. A man could spend a ten-year sentence in a weave shop and find upon release that this was an occupation filled by women. Upon the other hand, if his weaving experience is augmented by an organized course in loom repair, he can find employment in this industry provided he is paroled to a community where weaving is done. Not only should the inmate be employed within the institution but he should also be taught a vocation which he can use upon release, if he is to become an acceptable social asset.

12. Any successful program of organized vocational training within an institution will not only require a careful reorganization of all training facilities available, but also the inclusion of courses in additional and newer fields of vocational education; courses which have placement opportunities for released convicts and are within their capacities.

13. A carefully organized vocational program will fail to be significant unless adequately organized classification and assignment boards are available. It is not a simple matter in an institution to assign the right man to the right job and the right training. The whole scheme of training must function as a well organized unit.

14. The parole organization must be included in this picture. The educational organization should be able to furnish the parole board with complete and adequate data concerning the inmate's capacities, handicaps, social attitudes, and training attainments. This data should be specific. Any future employer requires definite information on just what operations an employee can perform. A knowledge of the fact that such a record is maintained will have a very definite influence on inmate attitudes toward training.

Now what are the specific objectives of vocational education in the correctional institution?

Specifically, vocational education deals with those activities which are organized primarily:

1. To develop skills required for successful participation in a socially acceptable occupation.
2. To teach that related information which develops a comprehensive knowledge of a given trade including

trade science, blue print reading, drafting and shop sketching, trade mathematics and trade terms.

3. To make available adequate information relative to the requirements and working conditions of each occupation with the objective of effective placement and vocational guidance.
4. To make available exploratory courses in a number of occupations for determining the inherent capacities and aptitudes of individuals.
5. To prepare those of adequate capacity for employment in a specific skilled occupation.
6. To prepare those of limited capacity for the frequent technological and economic shifts which the semi-skilled worker must face by training them in a variety of occupations up to the individual limitations of skill.

In the prison situation an additional objective, for those who have long sentences to serve, may also be included:

7. To develop skills applicable to more efficient service in industrial or maintenance work within the prison and to create improved attitudes toward the work through teaching the fundamental skills and related sciences essential to interest and pride of workmanship.

The term vocational education implies the development of marketable skills upon the part of the inmate. The sum total of skills attained will depend upon a number of factors including his capacity, his interest, his willingness to learn, the time available for training, and above all else, upon the teaching effectiveness of the organization under which he works.

The fact that an inmate works throughout the day in a prison industry does not indicate that he is receiving vocational training. He may serve many years and learn little more than one simple operation. Prison industry is organized basically for production and not for training. Although a man may attend classes in trade theory he still may lack the essential skills for successful placement. Vocational training is frequently impossible under the present system of administering prison industries.

We therefore conceive of vocational education in terms of organized training which includes: The making of trade analysis; the careful preparation of job and related information instruction sheets; definite periods for the instruction of the worker; rotation of the worker through every fundamental job and operation; accurate records of learner progress in mastering the skills and operations of his occupation; and instructors who are not only skilled craftsmen but who are also trained in the fundamental techniques of getting across their knowledge to the inmate.

Vocational training facilities in the prison situation, unfortunately, are frequently limited to existing industries and construction or maintenance

jobs. These must be utilized to the maximum for their training possibilities. Considerable research is necessary, however, to determine the extent to which training in these fields is applicable to the successful placement of ex-convicts. The factors of employer and organized labor attitudes must be considered and the requirements and working conditions of the trade are also important. Many other factors such as technological trends, employment opportunities in specific localities, and the like, have a definite bearing on the worthwhileness of each vocation from a training standpoint.

It is very evident that there are many new fields of employment developing with greater possibilities for placement than those offered by existing prison industrial and maintenance training facilities. These new fields should be surveyed and eventually included if placement is to be the real objective of the program.

Correspondence courses, particularly those in technical fields, are useful in cell study. Courses of this nature must be well organized and should be personally supervised by a competent teacher. The organization of supervised study groups is justified for teaching related vocational information in subjects where there is not sufficient demand to warrant separate classes. Specialists in particular fields should be called in to assist when specific technical information is required.

Vocational training offers little incentive without organized placement facilities. The inmate should know that his success in preparing for acceptable placement will affect his date of parole. A close tie-up between training and the work of the parole board is a fundamental necessity. Vocational instructors must have their work sufficiently well organized to make available accurate data on inmate training progress.

Not only should instructors receive adequate teacher training but the entire prison staff should become informed relative to the objectives of the vocational rehabilitation program. The attitude of the inmate towards training is definitely influenced by every individual with whom he comes in contact.

The successful participation of the inmate in acceptable gainful employment involves training which will develop his capacity to get along with people. The vocational shop situation offers many natural opportunities for the promotion of this phase of the rehabilitation program. Instructors must be trained in the techniques of utilizing each daily situation for the development of desirable social attitudes.

The vocational training program must be entirely practical in content and procedure. The learning experiences of the trainee should approximate as nearly as possible those that he will experience on the job in free society.

Careful research into inmate employment histories should be undertaken, both as a basis for individual guidance and also as a method of discovering common failure factors which may be rectified through training.

A careful follow-up of the vocational employment successes

and failures of each inmate should be maintained, both as a check upon the efficiency of the training program and as a device for determining necessary revisions in it.

Intelligent counselling throughout parole is another fundamental factor in assuring successful outcomes of the training program.

We must recognize in selecting instructional materials for the correctional institutions that there exists a decided difference between the public school and the institutional situation.

One element is the length of the attendance period. It takes time to develop the necessary skills for a recognized trade. In the reformatory situation twelve to twenty-four months covers the average period of incarceration.

Every institution has the many problems of plant maintenance, food production, baths, barbering and industrial production which, if not carefully organized takes many hours away from available training time.

Instructional material must therefore be extremely well organized and adapted to rapid training with extraneous comment eliminated.

Public schools have better opportunities for selecting pupils by specific training capacities. We must train all of those sent to us to some level of employability. Instructional materials must therefore be worded in language simple enough to be utilized by a wide range of mental aptitudes and capacities.

Public schools can start groups of common levels of training at fixed periods and carry on the instruction on a group level. Institution inmates enter classes when received at the institution and leave when paroled. All instructional material must therefore be adapted to being utilized on an individualized basis.

The public school can select its projects on a sequential and progressive difficulty basis. The institution must by its very nature include many live maintenance jobs and perform them when needed. Instruction material must be compiled therefore on a flexible basis, so that any "operation" or "type job" instruction sheet may be made available at any time and in any sequence and utilized when needed. Unlike the public trade school, some of the training will of necessity be on a cell study basis. Instructional materials should be self explanatory and adapted to self study use.

I could point out many other differences which you will quickly recognize as pertinent to the selection of vocational instructional materials for institutional use.

Let us define some specific requirements for desirable vocational instructional material. In the related technical class room, it is possible to use any good textbook that is accurate, concise, clear and well illustrated; this is also true of trade reference texts, but in the shop, instruction material should be prepared in instruction sheet form to provide the necessary flexibility for maximum use. I will quote from the

Handbook of Methods for Vocational Teachers published by the New York State Department of Correction.

"Four types of Instruction sheets are commonly used:

1. An Operation Sheet offers specific instruction covering a unit manipulative operation of some specific occupations which recognize some degree of skill in its performance and occurs with more or less frequency in the various jobs of the trade.

2. An Information Sheet covers some definite phase of related occupational information pertinent to a comprehensive grasp of the vocation and may include such subject matter as trade materials, trade science, vocational guidance, trade history, social economic conditions, etc.

3. A Job Sheet outlines the order of procedure involved in carrying out a complete job which may include many operations. The job sheet may refer to operation sheets for detailed information on how to carry out the individual operations involved.

4. The Assignment Sheet offers directions relative to conducting experiments, research and investigation. The assignment sheet may include statement of the problem, directions, questions, references and sometimes space is provided for the recording of outcomes.

What General Factors should be considered in preparing an instruction sheet?

1. Instruction Sheet should be neat and attractive.

2. A standard form should be adopted for all instruction sheets used by any institution. Habit is an important element in efficient teaching. Variations in paper, margin, type and makeup lead to confusion. The type should be clear and illustrations sharp. The paper should be of reasonable quality. The entire makeup should be balanced and appeal to the eye. In shops where grease and dirt prevail some saving in wear and tear can be accomplished through gluing the instruction sheets to sections of wall board, cardboard, or metal, and shellacking the surface or by installing them in holders consisting of sheets of celluloid or plastic and leatherette stitched together. Some shops issue instruction sheets from the tool room. Others with adequate funds allow the pupils to accumulate the sheets into looseleaf notebooks. Some maintain indexed files in the shop where the pupil may readily remove each sheet as needed. Simple files can be constructed of plywood or pressed wood inserted in slots cut into 1 x 10 pine boards. Printed sheets are preferable. Multigraphing, or mimeographing present a practical and economic solution for the needs of the average shop. Hectograph sheets are satisfactory when a limited number of copies is desired.

What specific factors should be considered in compiling an instruction sheet?

1. Each instruction sheet should form a complete unit of instruction but should be concise. Each sentence should be purposeful, expressing a definite idea in the fewest possible

words. Each sentence should lead progressively to the next resulting in a gradually expanding concept upon the part of the student of the lesson being presented.

2. The instruction sheets should be developed with a uniform organization of the content. Standardized headings should be developed in order that the purpose and content of each sheet may be easily recognized. A definite method of indexing is desirable with the objective of indicating the place each sheet belongs in, in the sequence of instruction units. The objective or aim of each unit should be stated clearly at the top of each sheet. The equipment and materials needed should be carefully listed. The procedure or steps to be followed in carrying out the instructions should be sequentially arranged and carefully numbered. Illustrations or diagrams should follow the text as closely as possible. Frequently a section is provided for appraisal, checking or testing. Frequently a list of questions is included followed by a series of references. If the above items are preceded by a display caption and always appear in the same order the student soon develops habits which result in his being able to quickly find the particular phase of the lesson which he needs to study at any particular time. This may at first appear to routinize the teaching process unnecessarily and detract from the interest of the Instruction Sheet. On the other hand the average shop student is usually more interested in doing than in reading, particularly when he is engaged upon production jobs. Clarity and brevity are usually appreciated and tend to eliminate a haphazard scanning which may result from too many words appearing on the sheet. The objective of the Instruction Sheet is to furnish accurate information when it is needed with a minimum of extraneous material. It is advisable to condense the information to a single sheet wherever possible, particularly when writing operation or job sheets. This enables the student to place the sheet before him when he works with all of the information immediately visible.

3. Instruction sheets should be so written that the student is enabled to master their content without assistance. Each instruction sheet should form a complete unit of instruction. Such information should be offered in simple, clear-cut language to enable the student to understand and grasp the entire content of the lesson being taught without any additional assistance. By following directions as outlined, he should be able to carry the lesson through to successful outcome. This involves a most careful preparation and checking upon the part of the teacher in writing the sheets. It is frequently wise to type the first draft of the lesson and try it out on several students in order that all necessary revisions may be made before the final copy is printed. Diagrams and illustrations are frequently as important as the printed word. The sheet should be so written that the student is able to check his own success in accomplishing the desired outcomes. Frequently

the instruction sheet and lesson report offer the only bond between the teacher and the student. This is particularly true of independent study and correspondence courses.

4. Instruction sheet should not be too formal. Although simple language and standardized arrangement of the content is necessary, it is sometimes wise to so express the content that the student feels that the information is directed to him personally. Sheets are sometimes written in a conversational style and addressed to the second person. The nature of the content and the age of the student will influence your procedure in this matter.

5. Preparation, presentation, application, and testing are four important steps in the organization of Instruction Sheets. A brief statement tying the lesson into a previous unit in order to arouse the interest of a student is sometimes used as a preparation device. The presentation includes the objective of the unit and the steps to be followed in carrying it out. The application takes place in the actual activity on the part of the student, resulting from their actions and the testing is indicated in the standards established for checking the outcomes resulting from following the outlined procedure or by answering the questions included in the sheet."

Your committee will attempt to utilize these criteria in recommending vocational instructional materials to you in our coming survey. Your assistance will be appreciated.

ACROSS THE DESK

Dr. Alfred C. Schnurr, Department of Sociology, Miami University, Oxford, Ohio, has sent us a copy of his Prediction in Probation and Parole which he delivered at the A.P.A. It is mimeographed. Covers 1762 men released on parole from the Wisconsin State Prison and the factors having significance in predicting success in probation and parole. In a letter he calls attention to his "The Educational Treatment of Prisoners and Recidivism" which appears in the American Journal of Sociology, p.142-47, September, 1948. This is a must reading for correctional educators.

Pittsburgh Color Dynamics, Pittsburgh Plate Glass booklet explains "the scientific utilization of the energy in color to promote efficiency in industry." Recommended as an aid for Safety committees and educational administrators to work out a cooperative project in painting shops per industrial standards.

The September issue (1948) of See and Hear (812 N. Dearborn St., Chicago 10, Ill., monthly, $3.00 per year) contains a wealth of information on audio-visual aids, stripfilm, records, film, slides, equipment, etc. Two films on behavior are especially pointed out here, "The Feeling of Rejection" and "The Feeling of Hostility." National Film Board of Canada for prices. Either 400 W. Madison, Chicago, or 620 Fifth Ave., N. Y. C.

Social Education Conference held at Elmira Reformatory. Last spring representatives from the Division of Education, New York State Department of Correction, Wallkill Prison, New York State Vocational Institution, New York State Reception Center, and Elmira Reformatory held a three-day conference at the latter institution on the role of social education in a correctional institution. Areas were defined, a preamble on the place and need for social education was drawn, methods of presenting social education, etc. were discussed. The preamble, drawn by Dr Glenn M. Kendall, recommended that: "(1) the present social studies, ethics, and similar classes be devoted to experimentation in direct social education, (2) that for the time being, no attempt be made to inject this direct organized approach to social education into other classes, (3) that Reception Center Reports, disciplinary reports, inmate correspondence material and similar sources be analyzed to determine topics and problems for social classes, (4) that experimental units be developed and tried out by different institutions as soon as possible, and, (5) that a body of core material be gradually developed from the experimental unit to prove the basis of organized direct social education in all of the institutions.

Communism--U.S. Brand was the fifth in a group of documentaries produced by the Public Affairs Dept. of the American Broadcasting Co. Originally broadcast Monday, August 2, the documentary was re-broadcast a week later. Other documentaries produced by ABC include "V.D." "Slums I," "Slums II," "1960? Jiminy Cricket," and "School Teacher, 1947."

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HELP WANTED

The Journal of Correctional Education herewith solicits articles for future publication. Suggested topics are listed below.

1. Place of an Educational Worker in a Correctional Institution.
2. Criteria for Selecting Inmate Teachers.
3. Integration of Schedules.
4. Development of Adequate Educational Reports for Use of Parole Department.
5. Licensing of Teachers and Instructors.
6. In-Service Growth of Correctional Education Personnel.
7. Inter-Departmental Cooperation in an Institution.
8. Adaptations of Visual Aids to Correctional Education.
9. Integration of Correction Education with other Institutional Activities.
10. Financial Structure of Correction Education (N. Y., N. J., Calif., Pa., Minnesota, Michigan, Federal).
11. Rates of Pay of Inmate Teachers and Instructors.
12. Vestibule Training for Inmates in Prison Industries.
13. I. C. S. Courses.
14. Rosenkranz Scholarships.
15. Inmate Publications.
16. Correction Physical Education and Recreation--Relationship to Parole.
17. Social Education--Its Theory, Concepts and Application.
18. Laws on Correction Education (N. Y., N. J., Calif., Pa., Minnesota, Michigan, Federal).
19. Implications of GI Bill of Rights to Correction Education.
20. Correction Psychiatrist Aids Correction Education.
21. Correction Psychologist Aids Correction Education.
22. Group Therapy in a Correctional Institution.